



## Month: September Week: 3 Subject: English & Language Arts

Day 1	Topic(s)	Foundation(s)
	Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc	ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
Indicators	Younger Toddlers	Older Toddlers
	May respond to their name by looking or pointing.	May attempt to say their name or the first sound of their name.

### Activity: **My Name is Cool**

Read *My Name is Cool* by Antonio Sacre. As the story is read, pause when names are mentioned and encourage children to point to themselves when their name is called. Children repeat the first sound of their name after the teacher models it. The group discusses how names are special and how each child's name is unique.

Resources/Materials <ul style="list-style-type: none"> <li>• <i>My Name is Cool</i></li> <li>• Name cards for each child</li> </ul>	Key Vocabulary: name, cool, special	Support: <a href="#">My Name is Cool   Funny Hispanic H...</a>
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Day 2	<b>Topic(s)</b> Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc		<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA1.3 Demonstrate ability to engage in conversations	
Indicators	<b>Younger Toddlers</b> May clap hands or move body to music in the story.		<b>Older Toddlers</b> May answer simple questions like “What do you hear?”	

### Activity: **Pepe and the Parade**

Read *Pepe and the Parade* by Tracey Kyle. As the story is read, play parade music softly in the background to bring the story to life. Encourage toddlers to clap, stomp, or wave scarves like they are in a parade. Pause to ask simple questions such as, “Do you see drums?” or “Who is marching?” Children learn to connect words to actions and sounds.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Book: <i>Pepe and the Parade</i></li> <li>Scarves or small instruments</li> </ul>	<b>Key Vocabulary:</b> parade, music, clap, dance	<b>Support:</b> <a href="#">▶ Pepe and the Parade: A Celebration of...</a>
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<b>Day 3</b>	<b>Topic(s)</b> Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc	<b>Foundation(s)</b> ELA1.2 Demonstrate expressive communication ELA2.4 Demonstrate comprehension
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	May point to a character when asked, "Who is this?"	May recall simple details or imitate story actions.
<p>Activity: <b>Book Review - My Name is Cool &amp; Pepe and the Parade</b></p> <p>Show both books and ask children what they remember. Point to pictures of the characters and ask "Who is this?" Children act out simple parts of the story such as clapping in a parade or pointing to themselves when their name is called. This review helps strengthen memory, language, and comprehension skills through repetition.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li><i>My Name is Cool &amp; Pepe and the Parade</i></li> </ul>	<b>Key Vocabulary:</b> same, different, remember, story	<b>Support:</b>



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<b>Day 4</b>	<b>Topic(s)</b> Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc	<b>Foundation(s)</b> ELA1.1 Demonstrate receptive communication ELA1.2 Demonstrate expressive communication
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	May touch or hold a banana/plantain when shown.	May name or say “banana” and connect it to the story.
<b>Activity: Plátanos Go with Everything</b> Read <i>Plátanos Go with Everything</i> by Lissette Norman. After the story, show children a real banana or plantain and pass it around for them to touch and smell. Ask, “Do you like bananas?” and encourage simple responses like yes/no or a head nod. Children then draw or color a banana to extend the learning.		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Book: <i>Plátanos Go with Everything</i></li> <li>Real banana or plantain</li> </ul>	<b>Key Vocabulary:</b> plátano, banana, eat, food	<b>Support:</b> <a href="#">▶ Platanos Go With Everything - BILI...</a>



## Month: September Week: 3 Subject: English & Language Arts

<b>Day 5</b>	<b>Topic(s)</b> Theme: Celebrating Hispanic Heritage Shape: Hexagon Number: 9 Color: Brown Letter: Cc	<b>Foundation(s)</b> ELA1.3 Demonstrate ability to engage in conversations ELA2.4 Demonstrate comprehension
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	May point to their favorite book when asked.	May say a title or short phrase about their favorite book.
<p>Activity: <b>Favorite Book Reflection</b></p> <p>Hold up the three books from the week and invite children to choose their favorite by pointing or saying the name. Ask simple questions like “Which book do you like?” or “Do you like the parade?” Encourage children to clap or cheer for their favorite story. This activity reinforces choice-making, communication, and review of the week’s learning.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Books: <i>My Name is Cool</i>, <i>Pepe and the Parade</i>, <i>Plátanos Go with Everything</i></li> </ul>	<b>Key Vocabulary:</b> book, favorite, like, story	<b>Support:</b>